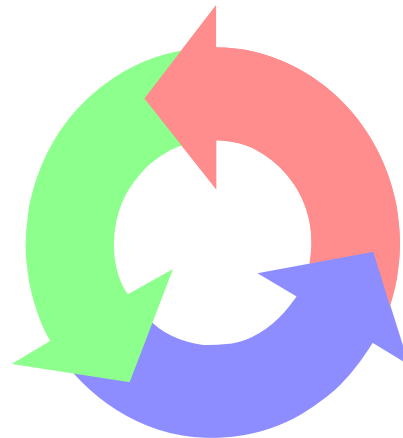


# **Iowa Speech-Language Services Eligibility and Exit Considerations Practice Guidelines**

**--Rate of Progress--  
--Discrepancy from Peers/Standard--  
--Instructional Need--**



**2004**

## Iowa Speech-Language Eligibility Consideration Questions 2004

Student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Building: \_\_\_\_\_ Date: \_\_\_\_\_

**281--41.50(11)** Speech or language impairment. "Speech or language impairment" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. **281--41.304(2) b.** Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The IEP team should consider if the student demonstrates a communication concern that negatively impacts his/her ability to benefit from the educational process. A student must demonstrate a disability by considering the rate of progress and discrepancy from peers or standard. In addition a student must demonstrate an educational need by assessing the environment, instruction and curriculum. Multiple sources of data must converge to the same conclusion of eligibility.

	YES	NO	COMMENTS
<b>1. Does the result of the <u>Intervention Plan</u> indicate a need for speech-language eligibility?</b> <input type="checkbox"/> Student data from instructional decision making (I Plan) indicates persistent communication concern. <input type="checkbox"/> There are no additional interventions that need to be implemented in the student's present educational program/setting to address the communication concern. <input type="checkbox"/> Accommodations and modifications to general education have been implemented for this student.			List student data from instructional decision making plan that indicates a disability and need for service in the areas of: rate of progress, discrepancy from peers or standard and instructional need.

RATE OF PROGRESS	YES	NO	COMMENTS
<b>2. Is the student's <u>pre-academic/academic, and vocational performance</u> <u>adversely</u> affected by his/her communication skills?</b> <input type="checkbox"/> Teacher/parents voice concern about the student's communication skill and its adverse effect on the child. <input type="checkbox"/> Student avoids speaking in class, exhibits frustration or anxiety. <input type="checkbox"/> Student demonstrates inability to complete language-based activities. <input type="checkbox"/> Student demonstrates inability to understand/follow oral directions or questions. <input type="checkbox"/> Student's reading, writing or spelling skills reflect communication errors. <input type="checkbox"/> Poor grades in class due to communication concern. <input type="checkbox"/> Communication concern is related to district/grade level standard. <input type="checkbox"/> Attendance is not a problem and is not affecting academic performance.			List academic/vocational areas impacted by communication concern and how this hinders the student's ability to benefit from the general education curriculum:

DISCREPANCY FROM PEERS/STANDARDS	YES	NO	COMMENTS
<p>3. Does the student's communication behavior <b><u>differ significantly</u></b> when compared with community, school and/or peer standards?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation of and comparison to other students indicate a significant difference in communication skills.</li> <li><input type="checkbox"/> There is a significant discrepancy from peers in the classroom, hall or playground.</li> <li><input type="checkbox"/> Parents and teachers report significant differences.</li> <li><input type="checkbox"/> There is more than a single speech sound error.</li> <li><input type="checkbox"/> Intelligibility is significantly impaired.</li> <li><input type="checkbox"/> Communication concern is readily evident even without having the teacher/parent bring it to your attention.</li> <li><input type="checkbox"/> The student has not received previous services for the same concern.</li> </ul>			List significant determining factors:
<p>4. Are the student's <b><u>social interactions adversely</u></b> affected by his/her communication skills?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student is aware of his/her communication concern.</li> <li><input type="checkbox"/> Student demonstrates embarrassment and/or frustration regarding communication concern.</li> <li><input type="checkbox"/> Peers tease student about communication concern during speaking situations.</li> <li><input type="checkbox"/> Student demonstrates difficulty interpreting communication intent.</li> <li><input type="checkbox"/> Input from other team members in other settings indicates a concern.</li> <li><input type="checkbox"/> The communication concern or behavior is not attention seeking.</li> <li><input type="checkbox"/> Parents voice communication concern and its adverse effect on the child and family.</li> </ul>			List social areas impacted by the communication concern and how this affects the student's ability to interact with peers and adults:
<p>5. Is it <b><u>developmentally appropriate</u></b>/consistent with classroom, home, or community expectations to work on the targeted communication skill?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication skill is not consistent with developmental norms.</li> <li><input type="checkbox"/> The communication concern is not present in the student's native language.</li> <li><input type="checkbox"/> The communication concern is not a result of dialectical differences or from learning English as a second language.</li> </ul>			List communication concern that is not within developmental levels for this student:

INSTRUCTIONAL NEED	YES	NO	COMMENTS
<p>6. Is there <b><u>potential</u></b> for change in the communication skill at this time?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student corrects communication error spontaneously.</li> <li><input type="checkbox"/> The student corrects error in response to being given a cue or an appropriate model to imitate.</li> <li><input type="checkbox"/> Other variables (i.e., sensory or physical) which interfere with the attainment of communication skills are not present.</li> <li><input type="checkbox"/> There is the likelihood that this student will not improve without speech-language services.</li> <li><input type="checkbox"/> There is no evidence to suggest that the child will develop the communication skill at his/her own predictable rate without services.</li> <li><input type="checkbox"/> The student is motivated to work on communication concern.</li> </ul>			List the areas for potential change if service is provided:
<p>7. Are speech-language services the <b><u>only support</u></b> available to meet the student's communication needs?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The child's present educational placement does not provide the necessary instruction for the communication need.</li> <li><input type="checkbox"/> Attempts to enlist the help of parents through an ongoing home program have been made.</li> <li><input type="checkbox"/> The student is not receiving services from other school personnel where that provider can work on the communication concern with consultation from speech-language pathologist.</li> </ul>			List other potential service supports for student's communication concern:

### ***OUTCOME***

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Continue Intervention Plan</b></li> <li><input type="checkbox"/> <b>Speech-language services not recommended</b></li> <li><input type="checkbox"/> <b>Entitle for speech-language services</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Continue speech-language services</b></li> <li><input type="checkbox"/> <b>Change service delivery options</b></li> <li><input type="checkbox"/> <b>Exit from speech-language services</b></li> </ul> |
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## ***ADDITIONAL INFORMATION***

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## ***REFERENCES***

American Speech-Language-Hearing Association. (1999). IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *Developing educationally relevant IEPs: A technical assistance document for speech-language pathologists*. Reston, VA: Author.

Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools (1997). A Training and Resource Manual for the Implementation of State Eligibility Criteria for the Speech and Language Impaired.

Kathleen A. Whitmire, Director of Schools Services, American Speech-Language-Hearing Association. *Provisions of Speech-Language Services in the Schools: Working With the Law* (2002).

Iowa Administrative Rules of Special Education (2007).

U.S. Congress (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446.

Speech-Language Services, Iowa Department of Education 2004

Updated 11/14/2007 Adapted from Speech-Language Services, Iowa Department of Education 2004.

## ***Iowa Speech-language Pathologists Exit Considerations for Speech-Language Services***

Reevaluation is required by IDEA 04 (34 CFR 300.303(a)) to determine that a child no longer has a disability. Reevaluation should include current performance data and IEP progress data. Exit decisions must be individualized based on developmental norms, progress data, assessment information, educational need and the current best practices as determined by the IEP team. The IEP team may choose one or more of the following conditions as reason for discontinuation of speech-language services. It is important that the IEP process drive decisions regarding speech-language services. These decisions must be made on a case-by-case basis determined by the rate of progress, discrepancy from peers/standards, instructional need of the student and the IEP process.

### **Check the conditions that apply:**

#### **Rate of Progress**

- ☐ The student has met all speech-language goals and data indicates no additional needs. The IEP team determines that the child can make progress in general education without the support of speech-language services.
- ☐ Given current medical, dental, neurological, physical, emotional, and/or developmental factors, the student's speech-language performance is within his/her expected performance range and maximum compensatory skills have been achieved and documented on the IEP.
- ☐ The student has made minimal or no measurable progress and there has been a lengthy plateau. During this time, program modifications, varied approaches, and/or colleague consultations have been attempted and documented. Lack of progress is specified and documented on the IEP.
- ☐ Limited carry-over, self-monitoring or generalization has been documented in one or more environments. Limited progress is documented on the IEP.
- ☐ Data indicates that the student does not demonstrate the potential for change as documented in IEP progress reports.

#### **Discrepancy from Peers/Standards**

- ☐ Data indicates that the speech and/or language concern no longer exists as documented on the IEP.
- ☐ Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and social functioning and is documented on the IEP.
- ☐ Data indicates the student is more independent and less discrepant from peers as measured on the IEP Results, Section C, of the current IEP and is ready for reintegration into the general education classroom.
- ☐ The student's communication skills are functional and effective within the student's current classroom or environment as documented on the IEP.

***Exit Considerations Continued:***

**Instructional Need**

- ☐ The student is unwilling or unmotivated to participate in treatment, attendance has been limited and/or participation precludes progress through therapeutic intervention. Attendance record over a period of time with attempts to improve attendance and participation are documented on the IEP.
- ☐ Parent/legal guardian of student requests that speech-language services be discontinued (consider free appropriate public education, FAPE).
- ☐ Carryover goals can be met through the efforts of teachers and other professionals as documented on the IEP.
- ☐ Data indicates that with modifications and/or alternative methods of responding to academic/social tasks the student performs satisfactorily within the general education environment.

***REFERENCES***

American Speech-Language-Hearing Association. (1999). IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *Developing educationally relevant IEPs: A technical assistance document for speech-language pathologists*. Reston, VA: Author.

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